



PARENT HANDBOOK

2025-26

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1. INTRODUCTION

The primary purpose of this **Parent Handbook** is to provide you with an introduction to the history and philosophy of the co-operative. In the meantime, if you have any questions or concerns, please contact the school at (613) 233-9708, email info@glebepreschool.com or visit www.glebepreschool.com.

1.1 History

The Glebe Co-operative Nursery School began in September 1977 as a parent-child playgroup. Over the years, the playgroup evolved into a preschool staffed by professional early childhood educators ("ECE"). The school was incorporated in January of 1982, necessitating the development of bylaws and operating policies to govern its organization and management. First licensed under the **Day Nurseries Act** in November of 1988, the school is reviewed annually by the Ministry of Education to ensure that all standards are maintained.

1.2 What is a co-operative nursery school?

A co-operative nursery school is a non-profit organization made up of volunteer parents who come together to manage and participate in a school for their children. Through ongoing participation, parents have the opportunity to share and be involved in their child's first school experience. The school is incorporated under the Co-operative Corporations Act and is governed by its own by-laws.

A Board of Directors, made up of volunteer parents and elected on an annual basis, manages the school. The school's educators report to the Board of Directors.

1.3 What sets us apart

The Glebe Co-operative Nursery School is located in the fully accessible Glebe Community Centre in the heart of our community. The children in our school learn about and explore their world in our bright and spacious classroom. Furthermore, our students have access to the main hall in the community centre and access to a newly renovated outdoor play area. The fully fenced space allows for open-ended play where children can test their own boundaries and play on their own terms. With a variety of spaces and a multitude of options, children can make up their own games, or play cooperatively in groups. Giving children the freedom to explore and interpret their environment on their own terms builds resilience and it's amazing what happens when the child's surroundings inspire and invite rather than dictate. We have exclusive use of this yard when we have outside playtime.

1.4 Membership Responsibilities

THE BACKBONE OF THE GCNS: YOU!!

It is important to remember that the GCNS was founded upon, and functions as a result of, an underlying cooperative spirit. The more enthusiasm brought to the school, the greater the benefit for our children. We hope that the GCNS will meet your child's developmental needs and also provide a rewarding place for parents and guardians to work together as a community.

As a Member you are required to perform at least one volunteer role per year in addition to parent duty days. Volunteer roles range from board positions to registration support to laundry and playdough duties. The volunteer positions and tasks serve to support the educators in the day-to-day running of the school program or the work of the GCNS Board of Directors. Members must sign up for one volunteer position. It is the responsibility of each member to find a replacement if they are unable to fulfill their volunteer role. Each family must also select a few mornings per term to help in the classroom as duty parent, and bring the class snack. The Class Representative will distribute the sign up calendar at the beginning of each term and will inform you of the number of mornings required. In order for our co-operative to function as it does, we ask all families to participate in our fundraising initiatives and events.

Members of the Co-operative are entitled to elect the Board of Directors and receive and approve the minutes of General Meetings, as well as the annual Financial Report. Each registered family has one vote on issues brought forward to Special or General Meetings of the Membership. Members are obliged to abide by the by-laws and policies of the school. Other requirements include the payment of all fees, keeping children at home when ill with a communicable disease and participating in General Meetings.

The success of the school depends on the active and ongoing participation of all of our members.

1.5 Board of Directors

The GCNS Board of Directors works together, in close co-operation with the school's educators, to ensure the current and future success of the organization. The members of the Board of Directors are responsible for the operational, financial and personnel policies of the school. The board consists of two Co-Presidents, Vice President, Registrar, Secretary, Treasurer (or Co-Treasurers as needed), and Fundraiser.

1.6 Board Liaisons

These roles support the work of the Board: Accounts/Assistant Treasurer, Communication, Web Support, IT Support, and Class Representatives.

1.7 Communication

E-mails: All messages to the membership will be distributed via email. **It is vital that you check and read all communications sent via email** to receive important reminders and notices. Let us know if your email address changes during the school year.

Monthly Newsletter: Each month, all members will receive a monthly newsletter via our online portal. The newsletter contains a message from the Educators and important dates for the upcoming month. There is no newsletter in January or over the summer. Please take time to read this newsletter.

Board Meetings and General Meetings: The members of the GCNS are required to attend two general meetings each year: the Orientation Meeting in August and Annual Members Meeting (AMM) in May. These meetings are an opportunity for members to vote on and discuss issues pertaining to the operations of the co-operative and to raise any questions they might have. Members are also welcome to attend any of the monthly Board of Directors meetings. Please email the President of the Board at president@glebepreschool.com for dates and times of Board Meetings.

Suggestions: Suggestions can be made directly to the Educators (helen@glebepreschool.com, melanie@glebepreschool.com, erica@glebepreschool.com) and board members, either in person or through the contact information provided in the contact handout.

Please make use of these feedback mechanisms – we want to hear from you!

2. GLEBE COOPERATIVE NURSERY SCHOOL: PROGRAM STATEMENT

2.1 Program Statement

The Glebe Cooperative Nursery School's philosophy and programming is based on the document *How Does Learning Happen?*

chrome-extension://efaidnbmninnibpcapjcgclcfndmkaj/How Does Learning Happen? Ontario's Pedagogy for the Early

Years

This resource is a key component of the Ministry of Education's vision for the early years. The program is centered on the child and the family. The four foundations must be present in order for children to grow and flourish:

Belonging refers to the relationships that a child develops. These are relationships with other children, their families, educators, and the world around them.

Well-being refers to the important aspects of their physical and mental health and wellness.

Engagement is when a child is involved and focused. They need to be able to explore the world around them.

Expression or communication incorporates both the ability to be heard and to listen. This may be in the form of artistic expression.

The goal of our program is to provide a positive learning experience, a social experience, and to encourage the development of the whole child. We want to lay the foundation for a lifelong love of learning. We want the children to view school as a positive place. We want them to learn to love finding out new things, to learn how to make friends and to learn that adults, other than their parents, can be fun, caring and trusting. Children are considered competent, capable of complex thinking, curious and rich in potential.

2.2 Core Goals of the Program

A. Our goal is to promote the health, safety, nutrition and well-being of the children by:

- Encouraging parents to offer snacks based on Canada's Food Guide and providing a list of healthy snack suggestions.
- Posting snacks on the bulletin board outside the classroom for parents to view.
- Encouraging the children to try new foods.
- Safety is our first priority. We are ever vigilant in making our classroom safe for all children by providing age appropriate toys, setting up the room in a way that allows children to move freely about the space and being observant in the class.
- Educators are posted in the playground in order to watch the gates, observe from all areas and ratios are maintained unless a child needs to be brought to the bathroom.
- Educators count the children before they leave the playground, and before they leave the front vestibule of the community centre. When we are going to the main hall educators count the children before leaving the classroom, and again when we are at the top of the stairs before entering the main hall. When practicing a fire drill, educators count the children before leaving the classroom, when they reach their destination, and again upon arrival back in the classroom.
- Educators operate and maintain the environment in compliance with the Child Care and Early Years Act, fire, safety and health regulations.
- Children are observed at drop off time to see if they are well enough to attend Nursery School and educators are required to initial on the attendance that a visual check was completed.
- Allowing children the opportunity to take risks, experience success at challenges, develop a sense of self, and develop self-help skills will enhance their sense of well being.

B. We support positive and responsive interactions among children, parents, child care providers and staff by:

- We believe that the Nursery School is an optimal experience for children to socialize with other children and with adults outside their family. We encourage children to converse with one another, listen to one another and to have an opportunity to play and learn in small and large group settings.
- It is during circle time that children have an opportunity to express themselves in a small group setting, to discuss their likes and dislikes, to contribute to the group, to develop a sense of self and to learn how to listen to others. This is also an opportunity for children to reflect on their experiences of the day or of any special guests that we may have had.
- We want the children to feel confident in saying "This is **my** school".

C. We encourage children to interact and communicate in a positive way and support their ability to self-regulate. We want every child to feel comfortable in the room and able to express themselves in a positive manner.

- Educators discover each child's uniqueness and work to help them express themselves.
- Educators model appropriate ways to; ask for a turn, ask to share a toy, ask for help, decline an offer of help, how to enter a group activity, wait for their turn.
- Educators use different responses to children's behaviour. Some children need time by themselves, others need to be held, some need to talk things through, some will understand an explanation and others need to cry first and come back to play on their own.
- We try to provide a familiar daily routine on a regular basis. We may include changes to the routine but try to introduce these ahead of time or with an explanation.

D. We want the children to explore their surroundings, ask questions and be free to play and learn.

- Educators organize the space, equipment and materials so that the children may begin play as soon as they enter the room.
- Children are free to move about the room and can play in any area. There is no limit on the number of children in each area.
- Educators ask questions and encourage the children to ask questions as well. Educators may answer the questions directly or they may have another child answer or may promote a group discussion.
- Children are encouraged to explore, touch and use materials in a variety of ways. They may bring materials from one area to another. Materials that use all senses are provided.
- Include materials that provide an introduction to numeracy and literacy.

E. Our programming is child initiated with Educator support

- Activities are child centered. We observe, listen and document the children's play to help us determine how our room will be set up. We provide a large variety of materials which allow each child to discover an area that supports their interest and development. Children are free to choose the area that they wish to use. The Educators encourage creativity, imagination, social interactions and inquiry.
- Educators prepare programming based on the children's interests which help to develop their social, physical, intellectual, creative and emotional abilities.
- Programming and materials may be carried over from day to day or week to week if the children are interested in doing so. For example, Lego construction could be left out for next time to be added to, activities could include planting or science activities that require a longer examination and children may ask for certain items or certain activities to be repeated during circle time.

F. We want to have a positive learning environment that reflects the uniqueness of each child

- Educator's programming meets the overall needs of each child, respecting religious, cultural, family backgrounds and special needs.
- We support a child's growing sense of self. Our programming allows each child to develop a sense of self by discovering their own unique interests and abilities. We want to see children succeed and to maintain a healthy attitude.

G. Our daily schedule reflects the need for indoor/outdoor play; quiet/active play.

- Children are involved in gross motor activities by using the outside play yard and the large indoor gym area.
- We start our day outside weather-permitting for both classes.
- Our temperature guideline for outdoor play: Winter cut-off (including wind chill); we do not go outside when it is -15°C or colder. Please check the following website to verify the outdoor temperature:

https://weather.gc.ca/city/pages/on-118_metric_e.html

- We have use of the main hall for gross motor activities from 11:00 - 11:30 am. This includes the use of ride-on cars, balls, hoops, slides and a large space to safely run around. We take part in co-operate games such as the parachute, "what time

is it Mr. Wolf?”, “Doggie, Doggie who’s got your bone?”, and musical chairs.

- The preschool class will take part in walks around the community on occasion. Parents will be notified prior to the day of the walk. A rope with individual handles will be used and all teachers plus the duty parent will go on the walk.
- Large group activities include stories, music and movement. The preschool class also breaks into small groups and one Educator and focuses on numeracy, literacy, science and social activities.

H. We want to maintain open communication with parents regarding their children and the program.

- We are a cooperative nursery school. Parents are an important part of the Nursery School. The Educators work with parents to provide a quality program.
- A newsletter is sent to parents digitally at the beginning of each month except January, July and August.
- We bridge the gap between home and school by providing parents with anecdotal observations and pictures of their child and these are posted on our online portal a few times each month.
- At drop off and pick up the educators will have the opportunity to have a quick chat about how your child’s morning was. If you would like to speak in more depth, and perhaps without your child present, feel free to ask for a meeting outside of these times, and the Educators will work with you to schedule a time that works best with everyone's schedule.

I. Educators are encouraged to pursue professional development opportunities

- Information regarding workshops is passed on to them from the Director who sources out professional development opportunities from various sources.
- There is a set amount for professional development in the Educator’s contracts.
- Educators must maintain up to date Standard First Aid and CPR.

J. All of the above must be reviewed on an ongoing basis. There must be documentation to support the reviews.

- In order to determine the outcome of the above strategies and goals, there will be a yearly program evaluation in the form of a survey. This will be a survey that is drawn up by the Board, presented to the parents, done anonymously and reviewed by the Vice President. The questions on this document will include those on programming, staff evaluations, communication and allows for suggestions for improvement.
- This statement is included in the **Monitoring Compliance Policy**.
- Other key achievement indicators include:
 - Children are visibly happy, nurtured and are developing to their potential
 - Parent complaints are minimized through prompt and effective service
 - An effective team of educators that have implemented a program that meets the philosophies and standards of the school.

2.3 GCNS Members and Staff Conduct Policy

The Glebe Cooperative Nursery School is committed to providing an environment in which all individuals are treated with respect and dignity. Further, we expect and encourage high standards of positive communication amongst parents, and between parents and teachers.

Harassment and discrimination will not be tolerated from any person. Harassment, as it pertains to this policy includes but is not limited to:

- Engaging in a course of vexatious comment or conduct against a member, staff or volunteer in the preschool -- a comment or conduct that is known or ought reasonably to be known to be unwelcome
- Any vexatious comment (including communication both verbal and non-verbal) written or not, whether intended to harm or not, is considered harassment.
- Harassment may also relate to a form of discrimination as set out in the Ontario Human Rights Code, but it does not

have to.

If a parent, guardian or teacher feels uncomfortable, threatened, abused, or belittled due to actions that relate to school proceedings, they should immediately end the conversation and report the situation to the President of the Board of Directors.

If the complaint is against the President, it should be reported to the Vice President. It is the responsibility of the President and/or Vice President, in consultation with the Board, to investigate and deal with complaints of harassment in a fair and timely manner while respecting individual privacy.

Recourse may include:

- a letter of warning, or
- immediate dismissal from the membership of the Cooperative

Nothing in this policy prevents or discourages members or educators from filing an application with the Human Rights Tribunal on a matter related to Ontario's Human Rights Code within one year of the last alleged incident. Members or educators also retain the right to exercise any other legal avenues that may be available.

3. GCNS PROGRAMS

3.1 Programs

The school offers the following two classes according to age and interests:

Program	Days	Time	Age	Class Size	Tuition Fees (per day)
Toddler	Tues & Thurs	8:30-11:30am	1.5-2.5 years	15	\$13.76/day*
Preschool	Mon/Wed/Fri	8:30-11:30am	2.5-4.5 years	24	\$12.13/day*

**IMPORTANT NOTICE: We are enrolled in the Canada-Wide Early Learning and Child Care Program (CWELCC); the rates reflect a reduction of our previous fees by 53% (or to the threshold of \$12/day). By September 2025, fees are expected to be an average of \$10 per day.*

3.1.1 Toddler Program

Children eager to play will enjoy the learning activities in their first entry into early education. Wonderful, loving teachers, a bright cheery environment, and lots of learning opportunities provide a happy start to learning and socializing.

3.1.2 Toddler Daily Routine

Time	Activity
8:30 – 9:10	Outdoor play (come inside in two small groups)
9:10 – 9:30	Coatroom/handwashing

9:30 – 9:45	Snack/handwashing
9:45 - 10:40	Freeplay
10:40 – 10:45	Tidy up
10:45 – 10:55	Large group time
10:55 - 11:30	Gross motor in Main Hall/Home time (parents pick up in main hall)

3.1.3 Toddler Daily Routine – Inclement Weather

In the case of inclement weather an email notice will be sent out before 8AM notifying caregivers that we will start the day inside. Winter cut-off (including wind chill); we do not go outside when it is -15°C or colder. Please check the following website to verify the outdoor temperature: https://weather.gc.ca/city/pages/on-118_metric_e.html

Time	Activity
8:30	Coatroom*
8:30 – 9:30	Freeplay/handwashing and snack @ 9:30 am
9:50 - 10:40	Freeplay
10:40 – 10:45	Tidy up
10:45 – 10:55	Large group time
10:55 - 11:30	Gross motor in Main Hall/Home time (parents pick up in main hall)

*Parent/Guardian to assist with change from outdoor to indoor attire at child's cubby

3.1.4 Preschool Program

Through independent engagement in stimulating activities, and directed learning time with Educators in small groups, preschool children develop the social, physical, intellectual, and creative skills that form the foundation for success in their ongoing education. The morning program is an excellent way of preparing for junior kindergarten.

3.1.5 Preschool Schedule

Time	Activity
8:30 – 9:10	Outdoor play (Inside in two small groups)
9:10 – 9:30	Coatroom/handwashing
9:30 – 9:50	Snack/handwashing
9:50 - 10:55	Freeplay
10:55 - 11:05	Tidy up and gather on the carpet
11:05 - 11:25	Small group

11:25 - 11:30*	Home time or lunch club
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*Every Friday we use the main hall from 11:00 till 11:30. Pick up in the main hall.

3.1.6 Preschool Daily Routine – Inclement Weather

In the case of inclement weather an email notice will be sent out before 8AM notifying caregivers that we will start the day inside. Winter cut-off (including wind chill); we do not go outside when it is -15°C or colder. Please check the following website to verify the outdoor temperature: https://weather.gc.ca/city/pages/on-118_metric_e.html

Time	Activity
8:30 – 10:30	Freeplay/handwashing and snack @ 9:30 am
10:30 – 11:00	Tidy up and circle
11:00 – 11:30	Main Hall
11:30	Home time or lunch club/Parents pick up in main hall

3.1.7 Statutory Holidays

The school follows the Ottawa-Carleton District School Board's and Ottawa Catholic School Board's Christmas, March Break and summer holidays, unless otherwise specified, and statutory holidays included below.

Holiday	Date
Family Day	Third Monday in February
March Break	Variable week in March
Good Friday	Variable date between March 20 and April 23
Easter Monday	Variable date between March 23 and April 26
Victoria Day	Third Monday in May
Summer Break	Variable date based on OCDSB schedule
Labour Day	First Monday in September
Thanksgiving	Second Monday in October
Christmas/ New Year's Break	Variable date based on OCDSB schedule

3.2 The Registration Process

Applications for admission are accepted in March. The GCNS maintains a waitlist for the current year and does not carry over the waitlist from year to year. Children of board members receive first priority for a spot in the program of their choice for the next school year. Current Members (those who have children enrolled in the school for the current school year) receive second priority for a spot in the program of their choice for the next school year. This priority applies to children currently enrolled and their siblings. After spots have been allotted to Board Members and Current Members, Returning Members (those members who have had children enrolled in the past but do not currently have a child enrolled) are offered spots in the program. Any open spots after this time are offered to New Members. In the event that there are insufficient open spots to meet demand, places in the programs are filled by means of a lottery. To ensure we are providing you and your child with the best possible early learning and care experience, a conversation may occur to ensure we can meet your child's needs and your expectations before a space is confirmed.

3.2.1 Age Requirements

Children must meet the age requirement for a program as of the first day of school in September. However, the GCNS has special flexibility within its license to allow up to four enrolled in the Preschool Program to be under the minimum age. In the toddler group up to three students can be between 16 to 18 months. This flexibility is used **only** if there are no children of age to fill a vacancy within the program. The school maintains an underage waiting list for each of the programs. Acceptance of underage children is at the discretion of the GCNS educators and the Board. Please note that while we are able to accommodate certain children who would otherwise be eligible for Junior Kindergarten at the discretion of the educators, we are not able to accommodate children who would otherwise be eligible for Senior Kindergarten.

Toilet learning:

It is not necessary for your child to be independently using the toilet to attend the Nursery School.

Cloth Diapers:

At this time, we cannot accommodate cloth diapers due to stringent cleaning and hygiene requirements. Please send your child in disposable diapers.

3.2.2 Registration Fees/Non-base fee

A **non-refundable** Registration/Membership fee (one per family) of **\$18.90** is due to confirm registration to the preschool. The e-transfer for the registration fee is due once a family has been accepted into the school.

3.2.3 Tuition Payments/base fee

Payments are paid monthly by pre-authorised debit on the 1st of every month. Payments are made through Digibot, our secure online portal.

Monthly payments begin July 1st and end April 1st for each school year. This payment schedule is in accordance with our Withdrawal Policy, which requires a two month notice period. Prior to July 1st, you will be asked to complete your billing profile on Digibot.

Any e-transfers or cheques in lieu of pre-authorised debit payments will be made on July 1st (the first four months of school) and November 1st (the second six months of school). If an e-transfer or cheque request is made, you will receive an invoice prior to the due date with payment instructions.

****If the Glebe Cooperative Nursery School is closed at any point due to insufficient staff, or inclement weather, there will be no reimbursement or credit of fees.****

3.2.4 Registering with the City of Ottawa Child Care Registry

In order for us to complete your application, you will need to select our nursery school as your child care centre of choice on the City of Ottawa Child Care Registry (formerly known as the centralized waitlist), in order to meet new Ministry requirements.

Please access the City of Ottawa Child Care Registry at: www.onehsn.com/Ottawa

If you are new to the Registry, you will need to set up an account and enter your child's information. In the Program Selection section, please select Nursery Preschool /Co-op Based under the Provider Type. You can then select Glebe Co-operative Nursery School Inc. This process should only take about 5-10 minutes.

3.2.5 Fee Subsidies

If you require a fee subsidy, select the 'Subsidy' button in your application on the Child Care Registry. Complete instructions for applying for a subsidy may be found at:

<https://ottawa.ca/en/residents/social-services/childrens-services/get-help-your-child-care-costs>.

There are five types of documents plus a Rights and Responsibilities/Consent form to submit to the City in order to apply for a subsidy. You can submit these by email to CCRAW-RELAGE@ottawa.ca or in person at the Community and Social Support Centre nearest you.

We cannot place a child in the program until the fee subsidy application has been approved by the City. Please ensure that you have submitted your fee subsidy application in good time to avoid delays in registration. The **minimum** estimated time to process a fee subsidy application, once the City has received all necessary documentation, is about two weeks.

3.2.6 Acceptance Notification

Applicants will be informed by mid-April of their acceptance, or their position on the waitlist, for their requested program. All acceptance and waitlist notifications will be sent **via e-mail** and Applicants must verify that they have received the notice and confirm that they will be taking the offered program spot or would like to remain on the waitlist. Only those Applicants who do not respond to the email will be telephoned.

3.2.7 Waitlist

We receive many expressions of interest in our programs outside of the Registration Period. A waitlist for the **current school year only** is maintained by the Registrar and families will be notified in order **via email** if a place becomes available. Please notify the Registrar at registrar@glebepreschool.com if you find other care and no longer need to be on the waitlist.

3.2.8 Withdrawal

A member may withdraw from the GCNS by giving a minimum of two (2) months' written notice by letter or by e-mail to the Registrar at registrar@glebepreschool.com ("Notice Period"). The notice period must begin at the start of the month.

For example, if a withdrawal notice is given October 15, the two months' notice will take effect November 1 and end December 31. Whether or not the member's child continues to attend school, the member will be required to pay tuition for the two-month Notice Period. For withdrawals received after March 31, no refunds will be given for the remaining tuition of the school year.

Please note that although school begins in September, tuition is paid two months in advance from July 1st onwards. Members are considered enrolled in school as of July 1 and so must withdraw before July 1 in order to avoid having to give two months' written notice or pay tuition for the Notice Period.

Members will be responsible for any fees charged to GCNS resulting from not sufficient funds (NSF) tuition payments or registration cheques.

The Glebe Co-operative Nursery School reserves the right to determine each child's suitability for continued enrolment. The Board has the right to withdraw a child from the Glebe Co-operative Nursery if:

- ❖ Payment of the monthly tuition fees are not up-to-date
- ❖ After consultation with the parents, it is determined that the program is not suitable for the child
- ❖ A Member is in contravention of the GCNS Conduct Policy

It is our intention to make every reasonable effort to ensure that all children enrolled in our program can successfully remain in our care; however, in some situations, the decision to withdraw may be necessary. In partnership with families, we utilize additional resources and support when needed and available. Should a child that demonstrates challenges (developmentally and/or behaviourally) be enrolled in the program, the program will seek to access additional support and resources in a timely manner. However, if it is concluded that the staff and program can no longer meet a child's needs and that there is a safety risk to the child, other children or staff, then the decision to withdraw a child may be warranted.

4. SCHOOL ENVIRONMENT

4.1 School Environment

The school's classroom, located within the Glebe Community Centre, is organized into activity areas. Classroom goals are

met by providing the children with an opportunity to explore and experience the world around them at carefully planned learning centres. These learning centres allow the children to choose their own activities and to work and play independently or in small groups at their own pace and ability level. Learning centres include special areas for reading, science and discovery, dramatic, cognitive toys, blocks, sensory exploration and art. Our programming is based on the Ministry of Education's Document "How Does Learning Happen?"

The morning begins in our outdoor play yard, weather permitting. Following snack, a period of free play in the classroom, the children and Educators tidy up the classroom and then participate in a small group/large group.

The Toddler Program incorporates a large group circle in which the children participate in singing, dancing, stories and directed learning activities. The toddler children end their morning by enjoying a half hour of gross motor exercise in the Glebe Community Centre main hall.

The Preschool Program incorporates a small group time which consists of an Educator focusing on numeracy, science, social, and language and literacy activities. During inclement weather when the preschool children are unable to use the play yard, they will have the opportunity to enjoy a half hour of gross motor exercise in the Glebe Community Centre main hall. Each Friday the preschool class uses the main hall for gross motor time. On occasion the preschool class will take short walks around the community. Parents will be notified prior to the day of the walk. The children hold onto a rope with individual handles and all three educators and duty parent/caregiver supervise the walk.

Each child has an individually labelled cubby outside of the classroom with their picture for easier use identification. Backpacks, coats, and belongings are kept here until home time.

The classroom remains locked from the outside during program time (8:30am until 11:30am). Controlled classroom access allows us better ensure the safety of the children in our care. All educators will keep a classroom key on them at all times, and the master key will be accessible at the front desk of the community center. Parent will have access to their children and the classroom at all times by knocking on the door and an educator will let them in.

4.2 Classroom Environment

We meet our goals in the classroom by providing carefully planned learning centres that give the children a wide range of learning experiences and materials. These learning centres allow the children to choose their own activities and to work and play independently or in small groups at their own pace and ability level.

BLOCK AREA/FLOOR TOY

- To encourage creativity by taking apart, sorting and stacking, assembling and building various constructions.
- To promote language, math, fine motor, and coordination skills.

DRAMATIC PLAY

- To encourage role-playing.
- To build self-confidence and self-esteem.
- To provide practice in dressing and undressing skills.
- To develop language and expressive skills.
- To encourage dramatic play, social interaction and self-expression.
- To stimulate language and discourse skills.

ART AREA

- To encourage individual expression and creativity.
- To offer opportunities to explore a variety of media in a variety of ways.
- To develop a sense of personal accomplishment.
- To enhance fine motor and visual perception skills.

SENSORY

- To provide tactile-sensory stimulation.

- To help children use their senses for investigation.
- To develop problem solving skills.
- To promote verbal expression, socialization, and emotional relaxation.

SCIENCE & DISCOVERY

- To stimulate cognitive development by encouraging children to reason, analyze, explore and classify.
- To develop assimilation and accommodation of the world around them.
- To enhance problem solving, classification, and discrimination skills.
- For the Educator to work with individual children or small groups to reinforce specific concepts. · For children to work independently with materials that will enhance cognitive skills.

LANGUAGE AND LITERACY

- To promote language and reading readiness skills.
- To develop an appreciation for literature.

COGNITIVE

- To develop eye-hand coordination and visual perception skills.
- To enhance problem solving and classification skills.
- To develop pre-reading and pre-math skills.
- To develop social skills as children take turns, share and help each other.

4.3 First Day of School

4.3.1 What to bring

- ❖ **Shoes:** Indoor shoes/slippers are encouraged and can be left in the shoe bin which are stored in our office.
- ❖ **Beverage cup/water bottle:** Each child is required to bring a **labelled** cup or water bottle to school daily which will be returned daily for washing.
- ❖ **Change of clothes:** For those messy days, or in case of spills or toilet accidents. A basket will be provided for your child's clothes so that they may remain at the school inside the washroom.
- ❖ **Backpacks:** To carry items to and from school, such as cups, artwork, etc., please choose a backpack that is appropriate for your child to carry themselves.
- ❖ **Disposable diapers and wipes:** These are kept in your child's basket in the washroom. Educators will let you know when we need these items replenished by leaving a note in your child's backpack. Due to limited storage space, we can only accept 5 diapers at a time. Please note we are unable to accommodate cloth diapers.
- ❖ **Photographs:** Two photos of your child (minimum); one for your child's personal photo book, and the second for your child's cubby label. A family photo and additional photos of your choice for your child's photo album would be greatly appreciated. 4 x 6 or smaller is a great size.
- ❖ **Comfort items:** You're welcome to bring in a soft toy or blanket.
- ❖ **Record of immunization:** Please upload to Digibot.

It is very important that you **LABEL ALL ITEMS** brought to school with your child's name. This will help everyone locate and properly put away items that belong to your child (cups, clothes, shoes, etc.).

4.3.2 Things to know

- **Separation anxiety:** This can be a difficult issue for both children and parents. The educators are experienced professionals and will work with you and your child to settle into the school during this transition period.

- **Promptness at Pick-up:** Promptness at pick-up time of the children is important. Program hours are 8:30 a.m. to 11:30 a.m. Staff are not responsible for children outside of program hours.
- **Approved Pick-up:** Educators will only release children to the individuals authorized to pick up on the child's registration form. If your child is to be picked up by persons other than those pre-approved, verbal and written authorization must be given to staff.
- **Special Celebrations:** The staff makes an effort to teach the children about the many holidays and special days that are practiced by people around the world. If your family celebrates a particular holiday that you would like to have shared in the class, please talk with the Educators.
- **Snack:** Duty day parents are required to bring a nutritious, nut-free snack which should include a carb, protein and fruit/vegetable for the class. Water is provided to drink. Staff will inform parents if there are additional allergies or sensitivities in the class. Please refer to the duty parent guide for examples of snack items.
- **Birthdays:** Elaborate celebrations are discouraged, but special treats can be brought in for a snack or left in the children's cubbies to take home by their parents. **Please remember snack is served at 9:30 am and to focus on healthy food items.** Please speak with the educators to make arrangements.

Please be advised that the Glebe Co-operative Nursery School is a peanut and nut-free environment.

4.3.3 Mabel's Labels

The preschool is registered with Mabel's Labels (https://mabelslabels.ca/en_CA/) as a fundraiser for the school. Parents can select "Glebe Cooperative Nursery School" under "Support a Fundraiser."

4.4 The Staff

Director/Head Teacher (RECE) , and two Registered Early Childhood Educators

4.4.1 Educators Responsibilities

- We are to cultivate caring relationships among and between children, adults, and the world around them.
- Nurture the child's healthy development and support their growing sense of self.
- Provide environments and experiences to engage children in meaningful exploration.
- Foster communication and expression in all forms.
- Provide monthly observations to help parents understand how their children are learning.
- Create an environment that welcomes families
- Educators are encouraged to attend workshops or classes in order to continue their professional learning. Within each staff member contract there is an amount for professional development.
- Each staff member shall be certified in Standard First Aid with infant and child CPR.
- Each staff member will provide a Police check for the vulnerable sector. This check is valid for 5 years. In the years that a check is not submitted, an offence of declaration will be signed. This written declaration will state whether or not a person has been convicted of any offences under the Criminal Code of Canada since their last Police check.
- All staff will review the Program Statement yearly and sign their copy.

4.4.2 Description of Duties and Responsibilities

- Plans and conducts a stimulating and effective curriculum that meets the overall needs of each child, respecting

religious, cultural, family backgrounds and special needs and looks for ways to improve program quality.

- Prepares programming based on the children's interests which provide a wide variety of social, creative, emotional, intellectual and physical activities.
- Organizes the classroom prior to the children's arrival.
- Utilizes a variety of teaching techniques including modeling, observing, questioning, demonstrating and reinforcing.
- Provides experiences which promote language, self-expression, imagination, creativity and problem solving.
- Conducts continuous observation and evaluation of the program to ensure that standards and needs of children and parents are met.
- Operates the program and maintains the environment in compliance with the Child Care Early Years Act, fire, safety and health regulations.
- Adheres to the Policy for Prohibited practices.
- Abides by the operating policies and procedures of the Nursery School.
- Keeps abreast of current trends in early childhood education and takes advantage of professional development opportunities.
- Represents the school in a professional manner while working with other organizations.
- Works cooperatively as a team member within the program and within the school as a whole to ensure that a high quality program is provided for all the children.
- Accepts other work styles, adjusts accordingly and displays a positive outlook and pleasant manner.
- Offers assistance and support to co-workers and indicates when help from other team members is needed.
- Actively participates in staff meetings, shares information gained through workshops, visits to other centres, professional readings, etc.
- Develops and maintains open communication with parents to create a warm welcoming attitude and to develop a partnership rapport.
- Ensures that parents receive adequate information about their children through daily contact, monthly community newsletter and pictures/observations posted on an online portal.
- Acts as a resource to parents regarding child development and services available in the community.
- Responds in a timely manner to requests from the Program Director, team members, board members or parents.
- Meets attendance and punctuality requirements by arriving and leaving on time. Requests and schedules time off in advance and according to established procedures.
- Submits time sheets
- Attends the Orientation Meeting. Educators will be paid accordingly.
- Participate in annual Performance Review

4.4.3 Accident/Incident Reporting

If your child suffers a significant injury requiring more than basic comfort (soap, water, band-aid, ice, TLC) or that is more than would be expected in the normal course of play, staff will administer first aid. Staff will also complete an accident report before the child is signed out. A copy will be provided to the parents/guardians. If the injury is severe enough to warrant medical assistance, parents/guardians will be notified immediately to come and pick up. If emergency treatment at a hospital is required, parents will be contacted to either accompany or meet staff at the hospital. If parents cannot be contacted the designated staff will follow emergency procedures and call 911 for an ambulance.

5. ONLINE PARENT PORTAL

GCNS is currently using the Digibot platform as their digital tool to communicate with parents. All families will be registered on Digibot and be able to upload essential documents such as immunization records, allergy/medication information, consent forms, emergency contacts and vulnerable sector checks. Monthly invoices as well as tax receipts will be generated and provided through Digibot. Teachers will use the platform to track attendance, upload pictures and document learning

stories.

6. SAFE ARRIVAL AND DISMISSAL POLICY AND PROCEDURES

6.1 Purpose

This policy and the procedures will help support the safe arrival and dismissal of children receiving care.

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the child care centre as expected, as well as steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

6.2 Policy

General

- The Glebe Cooperative Nursery School will ensure that any child receiving child care at the nursery school is only released to the child's parent/guardian or an authorized individual that the parent/guardian has provided written authorization the child care centre may release the child to.
- The Glebe Cooperative Nursery School will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Additional Policy Statements

The Glebe Cooperative Nursery School will only release children to adults 18 years of age or older. In exceptional circumstances we will release a child with written approval from the parent/guardian to an individual no younger than 12 years of age.

Parents are required to notify the Director via email or voice mail by 8:15 am when their child will be absent from the nursery school.

6.3 Procedures

Accepting a child into care

1. When accepting a child into care at the time of drop-off, staff must:
 - Greet the parent/guardian and child.
 - If the parent/guardian indicates any changes to the child's pick-up procedures (i.e., someone other than the parent/guardian picking up, change in lunch club arrangements), the staff must confirm that the person is listed on the authorized pick up list, or where the individual is not listed, ask the parent for written permission.
 - Document the change in pick-up procedure in the daily written record.
 - Sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the nursery school and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or sent an email):
 - The Director or alternate will commence contacting the child's parent/guardian no later than 11:40 am. The Director or alternate shall call the child's parent/guardian, followed by an email if no contact is made.
 - If the Director or alternate is not able to reach the parent/guardian by 12:00 pm they will send a second email acknowledging that the child was not in attendance at nursery school today and to please let us know the reason for their absence.
2. The Director or alternate shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

1. Staff who are supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or authorized individual that the parent/guardian has provided written authorization that the nursery school may release the child to. Where the staff have not met the individual picking up the child (i.e., parent/guardian or authorized individual),
 - Ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's emergency card or written authorization.
2. Children enrolled in the GNAG lunch club program will be dismissed to the GNAG staff between 11:20 am and 11:30 am. GNAG provides us with a list of children enrolled in their lunch club program and will update us with any children added the day of and follow up with an email.

Where a child has not been picked up and the nursery is closed

1. Where a parent/guardian has not picked up their child by 11:40 am, the Director or designate shall contact the parent/guardian by phone call and advise that the child is still in care and has not been picked up.
 - Where the Director or designate is unable to reach the parent/guardian, the Director or designate will call again at 11:45 am and leave another message for the parent/guardian stating that the child is still in care and has not been picked up.
 - If the Director or designate is unable to reach the parent/guardian by 11:50 am they shall proceed with contacting the authorized emergency contacts listed on the registration form.
2. Where a parent/guardian or authorized emergency contact who was supposed to pick up a child and has not arrived by 12:00 pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
3. When the Director or designate is unable to reach the parent/guardian or any other authorized individual listed in the child's file (e.g., the emergency contacts) by 12:15 pm the Director or designate shall proceed with contacting the local Children's Aid Society (CAS) 613-747-7800. Staff shall follow the CAS's direction with respect to next steps.
4. The Director or designate shall record all information in the daily written record.

Dismissing a child from care without supervision procedures

Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone.

7. SUPERVISION OF STUDENTS AND VOLUNTEER POLICY

7.1 Purpose

Glebe Cooperative Nursery School welcomes both placement students and volunteers into the various programs offered in our childcare program. We believe it is a valuable part in gaining experience in a childcare environment. Volunteers and students also play an important role in supporting staff in the daily operation of childcare programs.

This policy will provide supervising staff, students and volunteers with a clear understanding of their roles and responsibilities.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding volunteers and students for childcare centres.

General

- Students and volunteers will always be supervised by an employee and never permitted to be alone with any child or group of children who receive childcare.
- Students and volunteers will not be counted in staff to child ratios.

7.2 Supervision/Volunteer Procedures: Roles and Responsibilities

The Licensee/Designate Must:

- Ensure that all applicable policies, procedures and individual plans are reviewed with students and/or volunteers before they start their educational placement or begin volunteering, annually thereafter and when changes occur to the policies, procedures and individualized plans to support appropriate implementation.
- Ensure that all students and/or volunteers have been trained on each child's individualized plan.
- Ensure that a vulnerable sector check (VSC) and annual offence declarations are on file for all students and/or volunteers in accordance with the childcare centre's criminal reference check policy and procedures and Ontario Regulation 137/15.
- Ensure that expectations are reviewed with students and/or volunteers including, but not limited to
 - How to report their absence
 - How to report concerns about the program
- Inform students and/or volunteers that they are never to be included in staff to child ratios or left alone with children.
- Appoint supervising staff to the students and/or volunteers and inform them of their supervisory responsibilities.

- Inform students and/or volunteers of their duty to report suspected child abuse or neglect under the Child and Family Services Act.

The Supervising Staff Must:

- Ensure that students/volunteers are never included in staff to child ratios.
- Ensure that students/volunteers are always supervised and never left alone with children.
- Introduce students and/or volunteers to parents/guardians.
- Provide an environment that facilitates and supports students' and/or volunteers' learning and professional development.
- Provide students and/or volunteers with clear expectations of the program in accordance with the established program statement and program statement implementation policy.
- Provide students and/or volunteers with feedback on their performance.
- Work collaboratively with the student's practicum supervising teacher.
- Monitor and notify the centre Director of any student and or volunteer misconduct or contraventions with the centre's policies, procedures, prohibited practices or individual plans (where applicable) in accordance with the childcare centre's written process for monitoring compliance and contraventions.

Students and/or volunteers must:

- Always maintain professionalism and confidentiality, unless otherwise required to implement a policy, procedure or individualized plan.
- Notify the supervisor or designate if they have been left alone with children or have any other concerns about the childcare program (e.g. regarding staff conduct, program statement implementation, the safety and well-being of children, etc.).
- Submit all required information and documentation to the licensee, supervisor or designate prior to commencing placement or volunteering, such as a valid VSC.
- Review and implement all required policies, procedures and individualized plans, and sign and date a record of review, where required.
- Review allergy lists and dietary restrictions and ensure they are implemented.
- Respond and act on the feedback and recommendations of supervising staff, as appropriate.
- Report any allegations/concerns as per the "Duty to Report" under the *Child and Family Services Act*
- Complete offence declarations annually, no later than 15 days after the anniversary date of the last VSC or offence declaration (whichever is most recent) in accordance with the childcare centre's criminal reference check policy.

- Provide an offence declaration to the Director/designate as soon as possible any time they have been convicted of a Criminal Code (Canada) offence.

8. Prohibited Practices

This section is intended to ensure that there is consistency with respect to the discipline of children and that staff and all attending adults share a common philosophy of behaviour management.

The following behaviour shall not be permitted by an educator or any attending adult:

- a) Corporal punishment of a child.
- b) Deliberate harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame, or frighten the child or undermine a child's self-respect, dignity or self-worth.
- c) Deprivation of a child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding.
- d) Locking the exits of the school to confine a child or confining the child in an area or room without adult supervision unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures.
- e) Inflicting any bodily harm on children including making children eat or drink against their will.
- f) Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purpose of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.

2. The following behaviour shall be used and encouraged:

- a) Positive reinforcement
- b) Distraction-finding out what the child is interested in and leading him/her to that area.
- c) Talking quietly with the child or sharing a quiet activity.
- d) If all positive measures fail, then withdrawing the child and asking him/her to sit alone for a short period of time.

3. Adherence with this policy is guaranteed by implementation of the following monitoring procedures:

- a) Regular observation.
- b) Annual review of the policy by all individuals involved.
- c) Signed confirmation of review and understanding.
- d) Yearly performance evaluations for teachers which specifically address the management of children's behaviour.

Contravention of Disciplinary Measures

If a staff member or attending adult contravenes any item in 1 (above), the following corrective action shall be taken:

- a) The Director shall discuss the particular situation and ensure that the person is aware of the above policies and the Board will be notified'

- b) The Director shall suggest other ways of handling the situation.
- c) If a situation reoccurs, the Board shall be notified, and they will decide on appropriate action.
- d) In the case of a reoccurrence the Board shall be notified, and they will decide on appropriate action.
- e) The person could be dismissed from the school by the Board.

Any staff member or attending adult observed striking a child shall be immediately dismissed from the Co-operative or its Employment.

Any staff member or attending adult observed striking a child shall be immediately dismissed from the Cooperative or its Employment.

9. EMERGENCY MANAGEMENT POLICY AND PROCEDURES

9.1 Purpose

The purpose of this policy is to provide clear direction for staff and licensees to follow to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved.

Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

Definitions

All-Clear: A notification from an authority that a threat and/or disaster no longer pose a danger and it is deemed safe to return to the childcare premises and/or resume normal operations.

Authority: A person or entity responsible for providing direction during an emergency (e.g. emergency services personnel, the licensee).

Emergency: An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole childcare centre (e.g. child-specific incidents) and where 911 is called.

Emergency Services Personnel: persons responsible for ensuring public safety and mitigating activities in an emergency (e.g. law enforcement, fire departments, emergency medical services, rescue services).

Evacuation Site: the designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the childcare centre.

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each childcare centre it operates (i.e. the operator).

Meeting Place: the designated safe place near the childcare centre where everyone is to initially gather before proceeding to the evacuation site or returning to the childcare centre if evacuation is not necessary.

Staff: Individual employed by the licensee (e.g. program staff, supervisor).

Unsafe to Return: A notification from an authority that a threat and/or disaster continue to pose a danger and it is unsafe to return to the childcare premises.

9.2 Policy

Staff will follow the emergency response procedures outlined in this document by following these three phases:

1. Immediate Emergency Response.
2. Next Steps during an Emergency; and
3. Recovery.

Staff will ensure that children are kept safe, are accounted for and are always supervised during an emergency.

For situations that require evacuation of the childcare centre, the **meeting place** to gather immediately will be located at: Across the road in front of Corpus Christi School

If it is deemed 'unsafe to return' to the childcare centre, the **evacuation site** to proceed to is located at: Mutchmor Public School

Note: all directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations different than those listed above.

For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

If any emergency situations happen that are not described in this document, The Director will provide direction to staff for the immediate response and next steps. Staff will follow the directions given.

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

All emergency situations will be documented in detail by The Director in the daily written record.

Additional Policy Statements

As is written in the Fire Safety policy, monthly fire drills will take place. The fire extinguishers are inspected monthly by the City of Ottawa Facility Operator. There is a yearly inspection performed on the emergency fire system by the City of Ottawa for the building. The emergency numbers for each child will be kept in the office stored on the office computer on the GCNS software program, and a hard copy will always be kept with the attendance. This will go with the Educators outside in the playground, up in the main hall or wherever the Educators and children go.

9.3 Procedures

Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
<p>Lockdown</p> <p>When a threat is on, near, or inside the childcare centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location. 3) Staff inside the childcare centre must: <ul style="list-style-type: none"> • remain calm. • gather all children and move them away from doors and windows. • take children's attendance to confirm all children are accounted for. • take shelter in closets and/or under furniture with the children, if appropriate. • keep children calm. • ensure children remain in the sheltered space. • turn off/mute all cellular phones; and • wait for further instructions. 4) If possible, staff inside the program room(s) should also: <ul style="list-style-type: none"> • close all window coverings and doors. • barricade the room door. • gather emergency medication; and • join the rest of the group for shelter. 5) The Director of the Community Center will immediately: <ul style="list-style-type: none"> • close and lock all childcare centre entrance/exit doors, if possible; and • take shelter.

	<p>Note: only emergency service personnel can enter or exit the childcare centre during a lockdown.</p>
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<p>Hold & Secure</p> <p>When a threat is in the general vicinity of the childcare centre, but not on or inside the childcare premises. E.g. a shooting at a nearby building.</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately. 3) Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm. • take children's attendance to confirm all children are accounted for. • close all window coverings and windows in the program room. • continue normal operations of the program; and • wait for further instructions. 4) The Director of the Community Center must immediately: <ul style="list-style-type: none"> • close and lock all entrances/exits of the childcare centre. • close all blinds and windows outside of the program rooms; and • place a note on the external doors with instructions that no one may enter or exit the childcare centre. <p>Note: only emergency services personnel can enter or exit the centre during a hold and secure.</p>
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<p>Bomb Threat</p> <p>A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call, bomb threat, receipt of a suspicious package.</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the threat or The Director must: <ul style="list-style-type: none"> • remain calm. • call 911 if emergency services are not yet aware of the situation. • follow the directions of emergency services personnel; and • take children's attendance to confirm all children are accounted for. 1. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line if possible while another individual calls 911 and communicates with emergency services personnel. 2. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.
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Disaster Requiring Evacuation

A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.

1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre's fire evacuation procedures.

2) Staff must immediately:

- remain calm.
- gather all children, the attendance record, children's emergency contact information and any emergency medication.
- exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions.
- escort children to the meeting place; and
- take children's attendance to confirm all children are accounted for.
- keep children calm; and
- wait for further instructions.

3) If possible, staff should also:

- take a first aid kit; and
- gather all non-emergency medications.

4) Designated staff will:

- help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and
- In doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.
- If individuals cannot be safely assisted to exit the building, the designated staff will assist them to Click here to enter text. and ensure their required medication is accessible, if applicable; and

- wait for further instructions.

5) If possible, the site designate must conduct a walk-through of the childcare centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.

<p>Disaster – External Environmental Threat</p> <p>An incident outside of the building that may have adverse effects on persons in the childcare centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises. <p>If remaining on site:</p> <ol style="list-style-type: none"> 1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately. 2) Staff must immediately: <ul style="list-style-type: none"> • remain calm. • take children’s attendance to confirm all children are accounted for. • close all program room windows and all doors that lead outside (where applicable). • seal off external air entryways located in the program rooms (where applicable). • continue with normal operations of the program; and • wait for further instructions. 3) The Director of the Community Center must: <ul style="list-style-type: none"> • seal off external air entryways not located in program rooms (where applicable). • place a note on all external doors with instructions that no one may enter or exit the childcare centre until further notice; and • turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). <p>If emergency services personnel otherwise direct the childcare centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</p>
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<p>Natural Disaster:</p> <p>Tornado /</p> <p>Tornado Warning</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible. 2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately. 3) Staff must immediately: <ul style="list-style-type: none"> • remain calm. • gather all children. • go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways. • take children's attendance to confirm all children are accounted for. • remain and keep children away from windows, doors and exterior walls. • keep children calm. • conduct ongoing visual checks of the children; and • wait for further instructions.
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<p>Natural Disaster:</p> <p>Major Earthquake</p>	<ol style="list-style-type: none"> 1) Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm. • instruct children to find shelter under a sturdy desk or table and away from unstable structures. • ensure that everyone is away from windows and outer walls. • help children who require assistance to find shelter. • for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck. • find safe shelter for themselves. • visually assess the safety of all children.; and • wait for the shaking to stop. 2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop. 3) Once the shaking stops, staff must: <ul style="list-style-type: none"> • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of aftershocks or damage to the building. 4) If possible, prior to exiting the building, staff should also: <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. 5) Individuals who have exited the building must gather at the meeting place and wait for further instructions. 6) Designated staff will:
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| | <ul style="list-style-type: none">• help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and• In doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.• If individuals cannot be safely assisted to exit the building, the designated staff will assist them to a safe place such as the office and ensure their required medication is accessible, if applicable; and• wait for further instructions. |
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7) The site designate must conduct a walkthrough of the childcare centre to ensure all individuals have evacuated, where possible.

Phase 2: Next Steps During the Emergency

- 1) Where emergency services personnel are not already aware of the situation, The Director must notify emergency services personnel (911) of the emergency as soon as possible.
- 2) Where the childcare centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
- 3) If the licensee is not already on the site, the site designate must contact the licensee to inform them of the emergency and the current status once it is possible and safe to do so.

List of Emergency Contact Persons:

911 for all emergencies

Local Police Department: 613-236-1222 (non-emergency)

Ambulance: 911

Local Fire Services: 613-580-2400 (nonemergency)

CHEO-613-737-7600

Ministry of Education: Tanya Gagne, Program Advisor, (613) 301-5493

Mutchmor Public School (safe space) 613-239-2267

- 4) Where any staff, students and/or volunteers are not on site, The Director must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them to return to the child care centre.
- 5) The Director must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
- 6) Throughout the emergency, staff will:
 - help keep children calm.
 - take attendance to ensure that all children are accounted for.
 - conduct ongoing visual checks and head counts of children.
 - maintain constant supervision of the children; and
 - engage children in activities, where possible.
- 7) In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

8a) Procedures to Follow When “All-Clear” Notification is Given

Procedures

- 1) The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the childcare centre.
- 2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the childcare centre.
- 3) Staff must:
 - take attendance to ensure all children are accounted for.
 - escort children back to their program room(s), where applicable.
 - take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and
 - re-open closed/sealed blinds, windows and doors.
- 4) The Director will determine if operations will resume and communicate this decision to staff.

Communication with parents/guardians

- 1) As soon as possible, The Director must notify parents/guardians of the emergency and that the all-clear has been given.
- 2) Where disasters have occurred that did not require evacuation of the childcare centre, The Director must provide a notice of the incident to parents/guardians by the end of the day.
- 3) If normal operations do not resume the same day that an emergency situation has taken place, The Director with help

	<p>from the Board of Directors must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.</p>
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<p>8b) Procedures to Follow When “Unsafe to Return” Notification is Given</p>	
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Procedures	<ol style="list-style-type: none"> 1) The individual who receives the 'unsafe to return' notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel. 2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site. 3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site. 4) The Director or the Director of the Community Center will post a note for parents/guardians on the childcare centre entrance with information on the evacuation site, where it is possible and safe to do so. 5) Upon arrival at the evacuation site, staff must: <ul style="list-style-type: none"> • remain calm. • take attendance to ensure all children are accounted for. • help keep children calm. • engage children in activities, where possible. • conduct ongoing visual checks and head counts of children. • maintain constant supervision of the children. • keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and • remain at the evacuation site until all children have been picked up.
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Communication with parents/guardians	<p>1) Upon arrival at the emergency evacuation site, The Director and other staff will notify parents/guardians of the emergency, evacuation and the location to pick up their children.</p> <p>c2) Where possible, The Director will update the childcare centre's voicemail box as soon as possible to inform parents/guardians that the childcare centre has been evacuated and include the details of the evacuation site location and contact information in the message.</p>
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Additional Procedures for Next Steps During an Emergency

It is up to the Director to document any accidents or injuries that occurred during the Emergency situation. Also, to document any first aid given and by whom. If evacuation is not required and it is safe to do so, water and food may be obtained within the Glebe Community center. If we must evacuate to our safe location, Mutchmor Public School, we will discuss with them what can be obtained.

Phase 3: Recovery (After an Emergency Situation has Ended)

Procedures for Resuming Normal Operations	<p>Once the all clear is given; return to the Glebe Community Center and take attendance. Determine whether the parents/guardians should be notified or if the children should be picked up. Make a careful observation of the children's behavior to determine this. Does this fall under the Serious Occurrence Policy? Should the Program Advisor be notified? The insurance company will be contacted by the Board of Directors, if necessary. Review the emergency; was the policy followed, did the policy work and are there any changes that need to be made.</p>
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Procedures for Providing Support to Children and Staff who Experience Distress	<p>A meeting will be held with all staff to discuss the Emergency situation. Discuss the situation. How does everyone feel after the situation? What can we do to help? Board members may also be in on this meeting, depending on the situation. Encourage the children to discuss what happened. Talk to the parents regarding their children's behavior. Is there anything the Nursery School can do to help? Use books, art and drama as a means of expression.</p>
Procedures for Debriefing Staff, Children and Parents/ Guardians	<p>The Director and the Board of Directors must debrief staff, children and parents/guardians after the emergency.</p> <p>A meeting may be held with parents/guardians, staff and the Board of Directors.</p>

10. PARENT ISSUES AND CONCERN POLICY

Parent Issues and Concerns Policy and Procedures

Purpose

The purpose of this policy is to provide a transparent process for parents, the child care licensee and Educators to use when parents/guardians bring forward issues and concerns.

Definitions

Licensee: The Glebe Cooperative Nursery School (GCNS)

Educators: Staff members working with the children and employed by GCNS.

Policy

The GCNS is a cooperative nursery school. This means that parents/guardians and Educators work together to provide the best possible program. Parents are involved in the Board of Directors and are welcomed into the classroom on a regular basis as duty parents.

Parents/guardians are encouraged to take an active role in our Nursery School and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, GCNS and Educators and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our Educators are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by the Educators, Parent Liaisons and the Board of Directors of GCNS and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties as quickly as possible.

All issues and concerns may be brought forward verbally or in writing.

Responses and outcomes will be provided verbally or in writing upon request. The level of detail provided to the parent will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents within 1-3 days. The person who raised the issue or concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Conduct

Our Centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, Educator or volunteer feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation using the 4-step process below.

Concerns about the Suspected Abuse or Neglect of a Child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent/guardian will be advised to contact the Ottawa Children's Aid Society directly. (CAS)

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*.

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaid/reportingabuse/index.aspx>

The following is a list of issues that may be brought forward by the parents:

- concerns regarding their child's behavior
- concerns regarding their child's adapting to the program
- concerns regarding the conduct of an Educator
- concerns regarding the conduct of another parent in the class
- concerns regarding the operation of the program
- concerns regarding the safety of the children
- concerns regarding the development of their child
- concerns regarding the confidentiality of personal information
- any concerns at all that the parent feels a need to discuss or is uncomfortable with

All issues or concerns about the conduct of Educators, duty parents, or volunteers etc. that puts a child's health, safety and well-being at risk should be reported to the Director as soon as a parent/guardian becomes aware of the situation.

Step 1

Parents/guardians are encouraged to discuss any of the above concerns with the educators. There is time at the end of the day. Should the parent/guardian require more time, a meeting can be set up that will work for both parties. This meeting could be in person or over the telephone. Parents/guardians may also wish to discuss any concerns with the educators on their duty day.

Step 2

If a parent does not feel comfortable discussing their concerns with the educators or is unsatisfied with the outcome of any such meetings, then they may go to the Board of Directors. Parents are provided with contact information of the Board. The presidents and/or vice-president will schedule a board meeting to discuss the parents concern if there is not one already scheduled. They can decide if they wish to have the educators present. Issues and concerns could be addressed at the time they are raised.

Step 3

If the parent believes that their concerns have not been addressed by the Educators, or a Board of Directors member, they may contact the Ministry of Education. Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca.

Issues or concerns related to compliance with requirements set out in the *Childcare and Early Years Act., 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. Ottawa Public Health, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, etc.) where appropriate.

11. FREQUENTLY ASKED QUESTIONS

I am not yet certain whether my child will be ready for nursery school in September. What should I do?

It is best to keep your child's options open. We recommend that families submit applications for their children in order to ensure a place among our registered students or waiting list. If by the end of June, you feel your child is not yet ready to join the school, we simply ask that you inform the Registrar at registrar@glebepreschool.com before July 1st indicating that you have decided to withdraw from the program (otherwise the first two months' fees will be forfeited). You can also try the school for the first few weeks and withdraw if it seems your child is not ready. The children usually surprise their parents by adapting quickly to being on their own!

As a member of a Co-operative how much work am I expected to do?

We ask that each member of the GCNS contribute to the success of the school by supporting the school in whatever capacity best suits your individual talents and time allowances. Some volunteer roles are more time consuming than others, and you are encouraged to communicate openly with the Vice President as they work to assign appropriate volunteer roles to each family. Parents are also asked to volunteer for our fundraising, attend our social events when possible, and attend our Orientation Meeting and Annual Members Meeting. Each member must also volunteer to help in the classroom for Duty Day and bring the class snack.

How does the lottery work?

The lottery was established as a means to deal impartially with strong demand for the spaces at our school. If there are more families wanting spots than there are spots available, all families submitting registration packages received before the end of the Registration Period will be entered in the lottery. Board members will meet to draw the names from a box. The lottery occurs in four tiers: children of board members, then Current Members, then Returning Members, then New Member applicants. After the spots in the class are filled, the lottery continues until all families are either awarded a spot in the school or a number on the waiting list.

I do not currently have a child enrolled at the school, but have been a Member in the past. When do I apply and does my child's application get priority?

You are considered a Returning Member and would apply during registration. As a Returning Member you will receive third tier priority in the lottery for any open spaces in the programs. We ask you to indicate on the registration form that you are a past GCNS member.

If my child receives a number on the waiting list what are the chances they will get a spot by September?

While there are no guarantees, there are often a few changes to each class over the summer as family/care plans change. There are only occasional spots that open up during the school year.

What happens if I must withdraw from the school?

It is not unusual for a family to change plans mid-course. Should you need to withdraw from the school, simply inform the Registrar at registrar@glebepreschool.com as soon as you know that you will be leaving. You will be subject to the terms and conditions of the Withdrawal Policy which requires a two month notice period.